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YALE HONORS MISS NUTTING

“ONE of the most useful women in the world!” In terms of such distinction Professor William Lyon Phelps presented our revered Mary Adelaide Nutting to President Angell of Yale, for the conferring of the honorary degree of Master of Arts at the recent Commencement exercises, where she was the only woman honored.

No more fitting praise could have been bestowed upon the woman who, through a life time of exalted, self abnegating and altruistic endeavor, has to her credit so much of solid achievement in developing and standardizing nursing education. Year by year the lives and the service of nurses have been enriched by Miss Nutting's wise, persistent and far reaching efforts to make available to them the abundant contributions science, literature, history and the arts offer to nursing. Year by year the courses made available by the Department of Nursing and Health at Teachers College have been multiplied and strengthened to meet the ever increasing demands upon nurses. Through her students, Miss Nutting's lofty ideal for nurses—that of devoted and satisfying service of mind as well as of hand and of heart, based on sound and rigorous preparation—has been given to the world. Those who are proud to call themselves her “daughters,” imbued with something of her courage, vision, and idealism, have taken their places in the forefront of the battle for health until it is not too much to say that, wherever educated nurses are, the world over, the influence of her teaching has been felt by an expansion of the preparation of nurses and through them, of an improvement in the care of the sick and an extension of health teaching.

The *Journal* and its readers, we are sure, are in complete accord in rejoicing over this distinguished recognition of a nurse's contribution to the work of the world and of the honor to Miss Nutting, which was expressed as follows:

“Mary Adelaide Nutting. Born in Quebec, her original impulse was toward the arts and she studied painting and music in Canadian and American schools. She gave up that career to become a member of the first class of the Johns Hopkins



MARY ADELAIDE NUTTING, R.N., M.A.

Training School for nurses. Later she became superintendent, and initiated most of the progressive policies that made that pioneer school preëminent. She was the first nurse to receive a chair in institutional administration in Teachers College, Columbia, where she organized a large department, training hundreds every year. Her zeal and knowledge made her conspicuous during the war, when she was appointed by President Wilson chairman of the Committee on Nursing in the Council of National Defense. She was awarded the Liberty Service medal of the National Institute of Social Sciences. She is joint-author of an authoritative History of Nursing. Her devotion, courage, faith, skill, and magnificent perseverance have made her today one of the most useful women in the world."

THE CONVENTION

THE Seattle convention has taken its place in nursing history and those who attended the Atlanta meeting aver that all the glittering promises there made by the Seattle nurses have been fulfilled, with some surprises thrown in for good measure. About two thousand nurses, including a few undergraduates sent through the splendid efforts of their fellow students, registered in the hilly, friendly, wholly fascinating city by the Sound and never has one of our great gatherings been characterized by finer spirit. Good fellowship combined with earnest purpose was in the very air.

The far famed hospitality of the West was evidenced by the most detailed plans for the comfort and pleasure of the visiting throng and for the efficient conduct of the meetings. The handsome and spacious Y. W. C. A. was quite literally ours for the time being. Plymouth Church, with its facilities for the meeting of many groups, lent itself admirably to convention purposes and no finer auditorium for the great evening meetings could have been desired than that of the Presbyterian Church. A daily bulletin proved exceedingly useful in keeping the guests reminded of important meetings or the inevitable changes of programme.

A coöperative spirit of optimism and of determination to achieve, characterized the entire meeting. This in combination with the scholarly papers and addresses, together with thoughtful and well planned discussions in which it was good to see some of the younger women taking part, made the meeting one of outstanding worth.

It was a hard working convention; although the programme was lightened by the vigorous and tuneful battles of St. Paul and other cities for the next Convention which Detroit won. Round tables starting at eight o'clock each morning were surprisingly well attended, the only difficulty being the necessity for making a decision as to which would prove most profitable. The Programme Committee succeeded in avoiding duplication of business meetings and provided generously for joint meetings, but those interested in more than one

phase of nursing were frequently torn by their various interests, as on the morning when the American Nurses Association was occupied with private duty problems, the League with such problems as the classification or grading of schools, and the National Organization for Public Health Nursing with its various section meetings, each concentrating on a particular type of nursing.

Perhaps the most advanced note was struck by Dr. William Palmer Lucas in his address on the Normal Development of the Child, in which he brought to the great audience some realization of the haziness of our objective. Year by year we have fought disease, more and more we are teaching health despite the fact that most nurses have no clear concept of positive health nor a clear picture of the normal which should be the goal in all health work whether preventive or remedial.

Said Dr. Lucas, The period of childhood is the most important in life. The influences of the past are of great importance and cannot be changed. Those that shape the first experiences are of equal importance and are capable of great modification. It is in this relationship that the nurse has her greatest opportunity in assisting in the normal development and growth of the child and to have a clear and definite comprehension of what the normal development of a child should be, not only as to its physical, but also on its mental, emotional and moral side. There is probably no one individual who can bring to the home and the mother knowledge of such practical value as the nurse.

Following Dr. Lucas, Dr. Caroline Hedger humorously but forcefully emphasized the importance of positive health for nurses if they are to fulfill their destiny.

A friendly but needed word of warning was that of the lay speaker who told the story of a nurse who was embarrassed because she had used a term of endearment to a little child and begged our "very efficient profession" not to lose the outward evidences of the warmth of heart that is fundamental to all good nursing.

Miss Goodrich's address, The Place of the Nurse in a Democracy, at the joint opening session was based on the line, "Give me the wings of great desire," and was in her own best inspirational vein. We are sure every listener vowed to strive a little harder to utilize more fully the intellectual riches of other groups as well as those of our own. Dr. Beard, too, sounded a veritable trumpet call by quoting Gideon's famous message, "Say to the people that they go forward." There can be no lowering of standards and no slacking of effort, in Dr. Beard's opinion, if we are to meet our responsibilities.

Everyone was on the *qui vive* for the report of the committee on Nursing Education, which was not read until Thursday evening. The first reaction was one of disappointment—surely here was nothing new! The problems analyzed were the very same as those the League of Nursing Education had already been concentrating upon! On

second thought, however, there was felt to be an incalculable value in this study under the direction of a lay woman who is so well versed in scientific and unbiased methods of analysis, and which reached conclusions so similar to our own. Such analysis gives both moral and intellectual support as well as an assured and scientific basis for further development. A letter was sent from the nurses in convention assembled, to Dr. C. E. A. Winslow, Chairman of the Committee, in appreciation of the achievement.

The closing sessions of the convention were marked by summaries of the highly creditable amount of work accomplished and by the expressions of sincere appreciation of the service rendered by the officers of the three organizations. Clara D. Noyes, retiring President of the American Nurses Association, may well rejoice over the achievement of her administration in establishing National Headquarters and in securing, by the recent vote, an increase in dues which will permit of a needed expansion of Headquarters activities. Adda Eldredge, well qualified by her years of membership on the Board of Directors and her experience as Interstate Secretary, succeeds Miss Noyes. Mrs. Twiss and Miss De Witt, who have given devoted service as Treasurer and Secretary, respectively, become members of the Board of Directors. Anna C. Jamme, under whose direction the National League of Nursing Education has marched steadily forward, leaves it the richer for her guidance and with forward looking plans well under way. Laura R. Logan, who has served successively as Secretary and Vice-President, and who was the unopposed candidate for President now assumes the duties of that office. Elizabeth Fox was reelected President of the National Organization for Public Health Nursing. Miss Fox came to the presidency to fill an unexpired term at a time of deep anxiety. The large majority which returned her to office was an expression of the appreciation of the organization for her wise leadership.

As is the *Journal's* custom, the September issue will be given over exclusively to the proceedings, and some of the papers, of the American Nurses' Association.

REPORT OF THE COMMITTEE ON NURSING EDUCATION

THE idea of an impartial and scientific study and investigation of our system of nursing education is by no means new! The Society of Superintendents of Training Schools (now the League of Nursing Education), appealed in vain to the Carnegie Foundation for such a study in 1911, shortly after their epochal study of medical education had been completed. It was the pressing need for more and better public health nurses three years ago that finally caused the Rockefeller Foundation to become interested in the whole problem

of securing suitable educational opportunities for all nurses, as well as for those preparing for the public health field. The Committee is composed of nineteen persons (only six of whom are nurses), of great distinction in various fields of education and who hold widely dissimilar views on many subjects. Miss Josephine Goldmark acted as secretary and director of the study and her high achievements in other social investigations guarantee her study the respectful consideration of the thoughtful. The fact that the Committee, composed of a group of exceedingly diverse and independent thinkers, unanimously accepted the final report, is highly significant.

Miss Goldmark's very detailed report, filling some four hundred pages, will shortly be published as a supplement to the work of the Committee. It will offer specific assistance in solving the many problems presented. The conclusions of the Committee may be found on page 882 of this *Journal*. They merit the most thoughtful attention of *every* nurse.

We believe that many who read the report will experience a reaction similar to that of the great audience at Seattle before which Miss Goodrich read it—an initial astonishment that there is so little that is really new and then a profound satisfaction in the knowledge that the Committee has reached conclusions so similar to those of the more advanced thinkers among nurses. All of these matters have been thoughtfully discussed at our national meetings time and time again. Careful study reveals the fact that all of the plans recommended are already in operation some place—not very generally, nor always completely, to be sure, but every one of them has somewhere been set up as a goal by courageous workers. Many of the schools are steadily reducing the non-educational duties of students by employing salaried workers of various grades. A few schools have adopted the twenty-eight months' course with its preliminary high school requirement and its rich and carefully planned curriculum, for the experiment of reducing time for college women proved conclusively that the well prepared woman could cover the basic course in less than three years; schools are working toward endowments, University schools are becoming stronger, and a few states are actively concerned with the training and licensure of subsidiary workers.

This is our opportunity for bringing nursing wholly out of the obsolete and wasteful apprenticeship type of training into an ordered, systematic, and dignified educational system comparable to that of the other professions. The report shows the world the means for solving our problems—it does not solve them for us. A sound economic basis, well rooted in community understanding, we must

have for our schools. Ours must be the long hours of planning and reorganizing; ours the uninterrupted essential service of caring for the sick in our hospitals while the reorganization and separation of school and hospital is going on; ours the satisfaction of securing for students a basic preparation upon which they may confidently build their life work; ours the responsibility for securing suitable legislation to meet the requirements of the shortened course and for the preparation and licensing of the needed subsidiary workers.

We believe the report to be a challenge to every nurse. Those who are not directly connected with our schools owe it to a great cause to become informed. The collective opinion of private duty nurses, constructively used, should become a power in the land. Splendid, clear cut, and wholly constructive though it is, the report can serve its purpose only through nurses. Every phase of individual and community need for care in sickness and every phase of health teaching has been considered.

Our responsibility is clearly shown and the report gives us solid ground on which to stand. From within must come the changes in our educational system; from without must come support, social, intellectual and financial. This last we believe to be the most signal service the report renders. Efficient administration of schools for nurses requires that they have independent and adequate budgets. It has never been just to school or hospital to expect budgets raised for the care of the sick to be stretched to cover the expense of an educational system as well. Thousands of those who have not listened to the pleas of nurses for better support for schools, will be reached by this scientific and unbiased analysis. It will disabuse many minds of that curious idea that nurses are more concerned with securing a dignified status for themselves than with the worth of their contribution to the health of the world. It will put in the hands of the citizens who are concerned with the advancement of our health ideals, sound arguments for securing the support of other citizens.

We believe the three years' laborious work of the Committee ushers in a new era in nursing that will approximate our ideal of safe and suitable care for all the sick all of the time. It will be a glorious era and a shining page in the history of American women, if we really put our collective strength into wise use of this report.

NURSING PROCEDURES

NURSES who were in service will recall the diversity of opinion on nursing procedure often expressed. Resentment was all too frequently roused by a head nurse's criticism of a method that seemed to her who was criticized, the one and only proper method, even

though her defense of it was all too often based on that oft heard and illogical statement, "But *we* always did it that way." The war is over, but the condition described exists in many a hospital today. Procedures are perpetuated merely because "they have always been done that way" without much thought of the reasons that should underlie all good technique.

Who shall decide the right way or the wrong way to carry out a treatment? What are the fundamental principles of all good procedure? A recent writer asks: "Shall we have a frilly method in the class room and another in the ward?" Another warns against the dangers of a mechanized routine which ignores the true spirit of nursing. A too elaborate class room method seems as absurd as "company manners." Is it not better to develop a technique that like good breeding, will become so much a part of one's behavior under usual conditions that one's reactions become almost automatic and can be adjusted without awkwardness or sense of strain to unusual conditions? Like the manners of the well bred, it must be based on fundamentals and it must be adaptable.

The usual nursing procedures should be so nearly automatic that the mind of the nurse is freed for observation of her patient, of his mental state, his facial expression, and all of the innumerable signs and symptoms that make up the whole picture of his condition. This and the comfort of the patient are the object of the painstaking repetition and drill required of our students.

Under emergency conditions actual nursing procedure offers to the live minded a satisfaction akin to that of the creative artist. Here lies one secret of the lure of private duty and of visiting nursing for those nurses who enjoy pitting their wits against difficult situations. The nurse in a poorly equipped Kansas farm house where corn alone was plentiful, who gave a successful hot pack by placing steaming ears of boiled corn between the blankets, must have experienced the joy of the originator, and her method met the accepted standards for judging procedure which demand that the following results be attained: (1) Safety (protection of patient and surroundings); (2) Therapeutic effect; (3) Comfort and happiness of the patient; (4) Economy of time; (5) Economy of energy; (6) Economy of materials; (7) Neatness and finish; (8) Simplicity and practicability.

Journal readers would welcome concise descriptions, which have not appeared in the textbooks, of procedures which have been developed in accordance with the principles of scientific research and accepted after careful observation and checking up of results. Let others know what you have done to further the "fine art of nursing"